Assessment

Assessing the development of reading and writing is a complex task for all classroom teachers. Many experts recommend that teachers use a variety of methods to observe and record children's growth in language and literacy (Goodman 1991; Hiebert 1991; Hiebert and Calfee 1992). These methods may include checklists, portfolios and work samples, dialogue journals and learning logs, anecdotal records, and observations of the processes children use as they read and write. Self-evaluation involving the children themselves is also an important aspect of developing strategic and reflective learners (Goodman 1991; Cochran and Castillo 1993).

In the TLC environment, you will observe students in whole class and small group situations. These observations will help you evaluate what strategies students use to solve problems and complete activities, how they work in cooperative groups and independently, and where they might need special assistance.

Observing how students use the built-in support features of *Stories and More* will help you determine what strategies students are using as they read and write. Questions you might ask as you observe your students at the computer include the following:

Do students listen to the computer read before reading on their own?

Do students read books multiple times?

How do students use the right mouse button voice support?

How do students use the Idea icon in the response boxes?

Are students able to follow activity instructions?

Do students confer with other students to complete activities?

Do students use the Help and Clue icons?

Does the text-to-speech read-back feature prompt students to edit their written work?

What books do students choose to read from the online library?

Many **Starting Off** and **Thinking About** activities include response boxes that require students to respond to open-ended questions related to the book. Their responses are saved in individual folders, and the students can view them or print them. These writing samples can give you a view of your students' progress and how they are responding to what they read. Information stored in the teacher report includes: which activities they have done, and how long they have spent on each one. This information along with students' written work can be included in their portfolios or can serve as an information source for the anecdotal records, checklists, or conferences useful to primary teachers interested in alternative assessment models (Reardon 1993; Church 1993; Tierney, Carter, and Desai 1991).

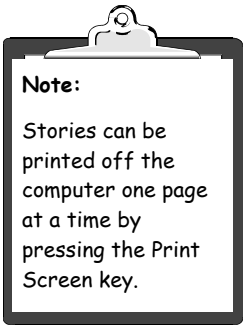
Assessing Student Reading

Working with Leveled books

The pages to follow contain the titles of all Stories and More I and II books, both Core and Library, complete with levels.[1] It is important to note that levels are not an absolute designation – children bring with them to the classroom their own unique experiences, strengths and knowledge. Teachers should use these levels as a guideline for Guided Reading, to be adjusted to fit their individual student populations.

It is also important to remember that there is a range within each level. At level K, for example, some books will be more difficult than others at that same level. Teachers need to use their own expertise and knowledge of their students to make decisions within at a given level.

Stories and More I and II contain an impressive list of quality titles, both fiction and non-fiction. Not all of these titles are narrative, nor would they all be used for instructional purposes. For example, the book *Where the Forest Meets the Sea,* would blend nicely into an Environmental Studies theme – in this case, the levels are there to assist teachers with integration, not necessarily instruction.



Finally, the Stories and More books have been carefully leveled to assist teachers with their Guided Reading programs. Keep in mind; if students have had a title 'read to them' on the computer, they are coming to the experience with an increased level of knowledge. If teachers are planning to use a particular title with a Read-Aloud Record to gain information about a reader, he/she may not wish to assign that story first on the computer – rather, the computer story and activities could be used as a quality extension to the reading.

[1] Fountas, Irene C. and Pinnell, Gay Su; *Matching Books to Readers: Using Leveled Books in Guided Reading, K-3;* Heinemann, Portsmouth, NH 1999.

Level Equivalence Chart

Fountas & Pinnell	Grade	
A	SK	Emergent
B	SK - 1	Emergent
C	SK - 1	Emergent
D	1	Early
E	1	Early
F	1	Early
G	1	Early
H	1-2	Transitional
I	1-2	Transitional
J	2	Transitional
K	2	Transitional
L	2	Transitional
M	2-3	Self-Extending
N	3	Self-Extending

Stories and More I - Book List

(as presented in order of software)

Stories and More I	Level	Words
I Need a Lunchbox	E	236
The Little Red Hen	E	319
The Happy Day	G	145
The Carrot Seed	G	116
Peter's Chair	I	308
Three Billy Goats Gruff	I	476
If You Give a Mouse a Cookie	K	322
The Gunny Wolf	G	499
Morris the Moose	E	378
The Hare and the Tortoise	J	476
Owl and the Moon	K	397
Donna O'Neeshuck was chased by some Cows	K	616
The Lion and the Mouse	J	418
Marvin's Mouse House Mess	J	557
Frog and Toad are Friends – The Letter	K	492
Through Moon and Stars and Night Skies	K	672
Library		
Machines at Work	C	73
Bear Child's Book of Hours	D	133
Old Mother Hubbard	J	181
Me Too! Me Too!	H	202
The Dog and the Bone	I	273
The House that Jack Built	K	333
My Five Senses	I	324
Wild and Wacky Acrobats	I	115
Addie Runs Away	K	483
Sledding	I	155
Loonie Limericks	J	192
Goldie	I	179
The Tale of Peter Rabbit	M	976
The Trouble with Elephants	J	214
The Shoemaker and the Elves	I	460
Why the Bear is Stumpy Tailed	I	429
Aunt Eater Solves a Mystery	K	423
Dinosaur Time	K	497
Frog and Toad are Friends - Spring	K	433
Goldilocks and the Three Bears	K – Instructional I or J – If story is known	568

Stories and More I - Book List

(by level)

Stories and More I	Level	Words
Machines at Work	C	73
Bear Child's Book of Hours	D	133
I Need a Lunchbox	E	236
Morris the Moose	E	378
The Little Red Hen	E	319
The Carrot Seed	G	116
The Gunny Wolf	G	499
The Happy Day	G	145
Me Too! Me Too!	H	202
Goldie	I	179
Peter's Chair	I	308
The Dog and the Bone	I	273
My Five Senses	I	324
Sledding	I	155
The Shoemaker and the Elves	I	460
Three Billy Goats Gruff	I	476
Why the Bear is Stumpy Tailed	I	429
Wild and Wacky Acrobats	I	115
Loonie Limericks	J	192
Marvin's Mouse House Mess	J	557
Old Mother Hubbard	J	181
The Hare and the Tortoise	J	476
The Lion and the Mouse	J	418
The Trouble with Elephants	J	214
Addie Runs Away	K	483
Aunt Eater Solves a Mystery	K	423
Dinosaur Time	K	497
Donna O'Neeshuck was chased by some Cows	K	616
Frog and Toad are Friends – The Letter	K	492
Frog and Toad are Friends - Spring	K	433
Goldilocks and the Three Bears	K – Instructional I or J – If story is known	568
If You Give a Mouse a Cookie	K	322
Owl and the Moon	K	397
The House that Jack Built	K	333
Through Moon and Stars and Night Skies	K	672
The Tale of Peter Rabbit	M	976

Stories and More II - Book List

(as presented in order of software)

Stories and More II	Level	Words
The Trek	I	168
Shadows Here, There, and Everywhere	L	677
When the Tide is Low	K	133
Roxaboxen	L	854
The House on Maple Street	M	1121
Galimoto	L	1087
Nine O'clock Lullaby	M	491
House and Homes	E – Instructional A – If teacher reads aloud first	89
World Water Watch	N	645
An Octopus is Amazing	M	1047
Fireflies in the Night	K	600
Lizard in the Sun	K	514
Library		
Eight Hands Round	N	2653
Margaret and Margarita	F – If reading English (pink) words only	286
On the Go	F	188
Look Out for Turtles	M	1174
June Mountain Secret	L	536
Skin, Scales, Feathers and Fur	N	837
Where the Forest Meets the Sea	K	256
Return of the Shadows	M	542
The Sea-Breeze Hotel	M	647
Who Shrank my Grandmother's House?	N	1674

Stories and More II - Book List

(by level)

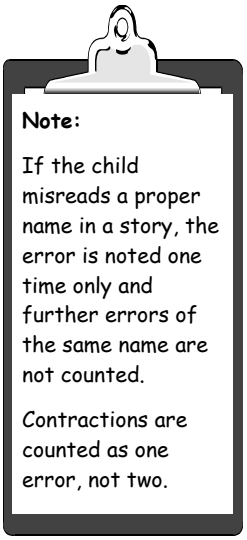
Stories and More II	Level	Words
House and Homes	E – Instructional A – If teacher reads aloud first	89
Margaret and Margarita	F – If reading English (pink) words only	286
On the Go	F	188
The Trek	I	168
Fireflies in the Night	K	600
Lizard in the Sun	K	514
When the Tide is Low	K	133
Where the Forest Meets the Sea	K	256
Galimoto	L	1087
June Mountain Secret	L	536
Roxaboxen	L	854
Shadows Here, There, and Everywhere	L	677
An Octopus is Amazing	M	1047
Look Out for Turtles	M	1174
Nine O'clock Lullaby	M	491
Return of the Shadows	M	542
The House on Maple Street	M	1121
The Sea-Breeze Hotel	M	647
Eight Hands Round	N	2653
Skin, Scales, Feathers and Fur	N	837
Who Shrank my Grandmother's House?	N	1674
World Water Watch	N	645

Read-Aloud Records

Keeping a record of each child's reading on a consistent basis provides teachers with vital information on student reading behavior. Read-Aloud Records are one method of collecting this information. The following information is intended to provide teachers with a *brief* look at obtaining this data. For further reading in this area, please refer to Marie Clay's, *An Observation Survey: Of Early Literacy Achievement* (Heinemann).

Taking a Read-Aloud Record

As the teacher sits next to one student with a copy of the Read-Aloud Record in hand, he/she listens to the student read the text and notes each error and self-correction in the **E** and **SC** columns.



Note:

If the child misreads a proper name in a story, the error is noted one time only and further errors of the same name are not counted.

Contractions are counted as one error, not two.

Errors (E)

Errors are noted in the appropriate column each time the child does one of the following:

- Inserts a word not in the text
- Omits a word in the text
- Is told a word by an adult
- Misreads a word in the text

Self Correction (SC)

A self-correction takes place when a child realizes an error and corrects it. When a student makes a self-correction, the previous substitution is not scored as an error.

Notations on a Read-Aloud Record

It is important to provide the most detailed view of the child's reading behavior to gain the most information for analysis. While sitting next to the child, follow the book text and mark each word on the Read-Aloud Record Form using the notations on the chart that follows. Record a check over each word that is read correctly. It is important to pay attention to the cues (meaning (M), structure (S) and visual (V)) the child is using to gather meaning from the text. If the child reads incorrectly, mark the word(s) that the child reads. Use the notations below to help script exactly what and how the child is reading.

Frequently Used Teacher Notations

Teacher Notation	Behavior
T	told (teacher gave word)
SC	self-correct
-	skipped word
^	inserted word (make note of the word as well)
TTA	"try that again"
R	repetition
¬ R	repetition –line is drawn to the starting point of the repeat
W	wait (student hesitated awhile before reading correct word)
A	appeal (student asked for help)

Analyzing the Read-Aloud Record

Later, it is important to analyze the errors and self-corrections as **M, S,** or **V (Meaning, Structure, Visual)** - aiding the understanding of the cueing systems the student uses when reading.

Meaning (M) - cues involve making sense of the story by thinking about the story background, the meaning of the story, or checking the pictures.

Structure (S) Structure implies the structure of language and is often referred to as syntax. Knowledge of the structure of language helps the reader know if what was read sounded correct.

Visual (V) cues, also called "graphophonics" cues, are related to the look of the letter in a word and the word itself. They are visible when a student analyzes a word phonetically or attempts to recall it from prior experience.

Marking M, S, and V on a Read-Aloud Record

When a child makes an error or a self-correction in a line of text, record the error over the text. Then analyze by using one of the two right columns on the Read-Aloud Record Form (use the second column from the right for errors and the right column for self-corrections). Write M, S, and V in the appropriate column to the right of the sentence. Then circle M, S, and/or V, depending on the source(s) of information the child used.

In analyzing the errors and self-corrections using **MSV**, the teacher will begin to see patterns. The student may rely consistently on one cueing system to read, at the expense of the other two. Self-monitoring is a strategy used regularly by good readers and is to be encouraged. It leads to good comprehension and independence in reading. The goal for each teacher should be to help each child become a balanced reader, making use of many strategies and cueing systems, self-monitoring as he/she does so.

Scoring a Read-Aloud Record

Qualitative Analysis

The qualitative analysis is formed by observations made during the Read-Aloud record. It involves analyzing how the child uses the meaning (M), structural (S), and visual (V) cues to help him or her read. It also involves attention to fluency, intonation, and phrasing. All of these things help form a picture of a child's reading development.

Scoring

The information recorded while doing a Read-Aloud Record is then used to evaluate error, accuracy, and self-correction rates. Directions for calculating these rates are given below. These calculated rates, along with qualitative information and the child's comprehension of the text, are used together to determine a child's reading behavior.

Error Rate

Error rate is determined as a ratio and is calculated by dividing the total number of words read by the total number of errors made.

Total words / total errors = Error rate

Example: 140 / 7 = 20

Therefore, the ratio is 1:20. So, for each error made, the student read 20 words correctly.

Accuracy Rate

Accuracy rate is a percentage which is calculated by using the following formula: (Total words read – total errors) / total words read x 100 = Accuracy rate.

Example: (140 – 7) / 140 x 100 = Accuracy rate

133/140 x 100 = Accuracy rate

.95 x 100 = 95%

Accuracy rate is used to determine whether the text read is easy enough for independent reading, challenging enough to use for guided instruction, or too difficult for the reader. Below is the outline of these three categories:

	Accuracy rate
Good for independent reading	95 – 100%
Instructional level	90 – 94%
Too difficult - will be frustrating	89% and below

Self-correction Rate

Self-correction is expressed as a ratio and is determined using this formula: (Errors + self-correction) / self-correction = Self-correction rate

Example:

(10 + 5) / 5 = SC

15 / 5 = SC

3 = SC

This SC would be expressed as 1:3. In other words, this child corrects 1 out of every 3 errors. If a student is self-correcting at a rate of 1:3 or less, she or he is self-monitoring reading.

Not taken into account with these figures, but equally vital are notes about the student's reading behaviors. It is important to make note of the child's fluency, flexibility, interest, independence, self-awareness, risk-taking, enjoyment, and any other pertinent behaviors in order to get the richest, most accurate picture of reading.

Read-Aloud Record Form

Name _____ Date _____

The Trek
Level I
Words: 168

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
2	My mother doesn't walk me to school anymore.				
3	But she doesn't know we live on the edge of a jungle.				
4	She doesn't even see what's right outside our door!				
5	There are creatures everywhere. But they can't hide from me.				
6	Some of my animals are dangerous and it's only my amazing skill that saves me day after day.				
7	Look at that! The waterhole is really crowded today.				
8	What will they do when this herd goes down to drink?				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
9	Here's my helper, right on time. Now we can cross the desert together.				
10	Those animals won't see us if we stay behind the sand dunes. Be very quiet.				
11	That woman doesn't know about the animals. If she did, she'd be scared.				
12	We missed the boat! Now we'll have to swim across the river.				
13	Be careful! This jungle is full of animals.				
14	The trading post at last! No time to stop!				
15	We're almost there, only the mountain to climb.				
16	We made it!				

Accuracy ____%

Read-Aloud Record Form **Shadows Here, There and Everywhere**

Name _____ Date _____ **Level L**
Words: 677

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	**E**	**SC**	**E MSV**	**SC MSV**
2	Shadows are everywhere. Look around you.				
3	Shadows can be big or small.				
4	They can be fancy or plain.				
5	Shadows can be long or short.				
6	And sometimes shadows can be scary.				
7	What makes a shadow? Light . . . an object . . . a surface.				
8	Shine a light on a wall in a darkened room. Place your hand in the ray of light. The light goes around your hand. The light goes between your fingers. But the light cannot go through your hand. The light shines on the wall except where your hand blocks out the light and makes a shadow.				
9	Change the position of the light and the shadow changes.				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
9 cont.	When the light is high, the shadow is short. At midday when the sun is high in the sky, shadows are short and fat.				
10	When the light is low, the shadow is long. Early in the morning and late in the afternoon, when the sun is low in the sky, shadows are long and thin.				
11	Change the number of lights and the number of shadows change.				
12	When two lights shine on you, you have two shadows.				
13	How many lights are shining on the ballerina?				
14	On the ice skaters?				
15	Change the position of the object and the shadow changes. Every object has many different shadows.				
16	Change the object and the shadow changes.				
17	Objects with different shapes have different shadows.				
18	Change the surface and the shadow changes. The shadow is flat when the surface is flat.				
19	The shadow zigs and zags as it bends around corners				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
19 cont.	and up and down steps. What happens to the shadow when the surface curves?				
20	Can there be light, an object, and a surface but no shadow? When a larger object blocks the light from shining on a smaller object, the smaller object has no shadow.				
21	On cloudy days shadows are hard to find. This is because water particles in the air scatter the sun's light. In which picture of the chair has the sun gone behind a cloud? Are the children playing soccer on a sunny day or an overcast day?				
22	Shadows are useful. They help you know what shapes things have. Without the delicate shadow on an egg, the egg would look flat-- like a flat circle. Can you find the egg with the missing shadow?				
23	What helps you see the shape of the Washington Monument?				
24	Shadows help you know if things are rough or smooth. When the sun shines on the side of this tree, the bark				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
24 cont.	appears rough. The long shadow of each piece of bark shows us the texture of the tree. When the sun shines directly on the tree, there are no shadows on the bark. The bark looks smoother.				
25	Is this a ball or an orange? How do you know?				
26	People use shadows to tell time. See how the long shadow on the sundial lies between IX (9:00) and X(10:00). It is 9:30. In half an hour, the shadow will have moved to X(10:00). As the sun moves across the sky, the sundial shadow moves across the dial and marks the time.				
27	Does the sundial tell time at night? On cloudy days?				
28	Shadows can shade you from the sun. Trees, hats, and umbrellas make shadows that keep you cool.				
29	Shadows can also be fun.				
30	You can play games with your shadow. Try making the eagle, the duck, the clown, and the hawk. Can you make them move? What other shadow puppets can you make?				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
31	Look carefully at these shadows. Can you guess what object is making the shadow? With some of the shadows it is hard to tell. Turn the page to find the answers.				
33	Shadows can be fun. You can play games with them. Shadows are useful. They show us shape and texture. They keep us cool. They can show us the time.				
34	Shadows can be beautiful and interesting.				
35	Shadows can be big or small.				
36	Shadows can be long or short or fancy or plain.				
37	Look around you.				
38	Shadows are everywhere.				

Accuracy ____%

Read-Aloud Record Form

When the Tide is Low

Name _____ Date _____

Level K
Words: 133

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
2	I looked out the window one fine summer day. Then I said to my mother, "Please, may we go to the beach today?" "The tide is high right now," my mother said. "When the tide is low, we will go."				
3	So I waited inside and played with my toys. After a while I asked my mother (in case she had forgotten), "Mother, now can I go to the beach to play?" And my mother answered, "Not yet."				
4	So I said, "When, when can we go?" "When the tide is low," my mother explained. "The tide is high right now." "How high is high? How long will it be? Can we go anyhow?" I asked.				
5	"So many questions," my mother said with a laugh. "When the tide is high, the ocean comes rushing over the beach and there is nothing but water to see."				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
6	"Where are the sand and the rocks where we play?" I asked. "Under the water," my mother told me. "And the crabs and the clams that live in the sand and out on the rocks?" I went on. "They are under the water now, too," my mother said.				
7	So I went out to the yard and sat in the swing, and I rocked back and forth. (I was worried that there wouldn't be any beach for me.) Then my mother came out to hang the wash on the line. "Mother," I asked, "has the beach gone away with the sand and the rocks and the crabs and the clams?" "No," my mother said, coming over to me. "Once every day and once every night the water runs up on the shore and washes over the rocks and laps high on the sand." And she caught hold of the swing and pulled it back, back as high as could be, until it was over her head.. "Then the tide is high, high like this," said my mother to me.				
8	"Then, when the water is as high as can be, it starts going down, down, down, pulling back to the sea, like				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
8 cont.	this." And what did she do, my mother, to me? She let go of the swing and she let go of me, so that I swung low, low, back down to the ground. "Then the tide is low," my mother called out.				
9	But before my feet touched the ground, I was floating back up, up into the air, swinging high as could be. "Now the tide is high again," called my mother to me. "Oh, oh, it is getting low," I yelled, as I swung back down to the ground.				
10	"So you see," said my mother to me, "first the tide rushes up high on the beach, and then it turns back and goes down. And if we wait until the tide is low, there will be all sorts of things to see." "Will there be clams that close up with a squirt?" I asked.				
11	"Yes," said my mother. "Where the stream empties into the sea." And she gave me a push so that I flew high. "Nearby will be the fiddler crabs with their claws held up like violins. When you try to catch them, they hide in the sand." "Because they are very shy?" I guessed, as I swung back down.				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
11 cont.	"Because they are afraid that you'll eat them," my mother explained to me.				
12	"Will we climb way out on the rocks?" I asked, flying by. "Of course," my mother said. "That is where we find the shiny black mussels with long yellow beards, and where the purple stone crabs crawl on their stiff legs." "I am going to catch them," I told my mother. "They'll wave their claws at you," my mother warned me. "I won't be scared," I said.				
13	"We will look in the pools left behind by the tide," my mother promised me. "Sea anemones like little pink flowers live there." "Can we pick them?" I asked. "No. When you touch them, they close their tentacles into a tight fist, and you cannot pull them loose," my mother said, and she gave me a push that sent me back up, floating high over the ground.				
14	"Then I'll catch the little fish that swim by," I called. "They are small fry hiding from the bigger fish," my mother said, and she caught me in her arms as I came				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
14 cont.	down. She nibbled my neck and gave me a squeeze, but I wriggled free. "And I'll find a hermit crab," I told her. "Walking by in his borrowed seashell," she said.				
15	"And I'll find sea snails and starfish," I went on. "But don't touch the sea urchins with their pointy spines," my mother warned.				
16	"Will we watch a sea cucumber and a big octopus?" I asked. "Not if we aren't ready when the tide is low," my mother said. Then she left me to swing by myself while she hung the rest of the wash on the line. I went on swinging like the tide. Up, up, and then back down, down to the ground. I swung back and forth, up and down, high and low. But with no one to push, my swing slowed down, down, down, until I was just rocking there, back and forth, back and forth, like a boat on the sea.				
17	And just as I was about to ask once more, what did my mother do but ask me, "Are you ready? Are you ready to gather some clams and chase the crabs and climb out on the rocks where the mussels grow? Do you				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
17 cont.	want to touch the sea anemones and catch little fish and see all the things there are to see?" "Well then, come on, let's go. The tide is low."				

Accuracy ____%

Read-Aloud Record Form

Roxaboxen

Name _____ Date _____

Level D
Words: 854

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
2	Marian called it Roxaboxen. (She always knew the name of everything.) There across the road, it looked like any rocky hill - nothing but sand and rocks, some old wooden boxes, cactus and greasewood and thorny ocotillo - but it was a special place. The street between Roxaboxen and the houses curved like a river, so Marian named it the River Rhode. After that you had to ford a river to reach Roxaboxen.				
3	Of course all of Marian's sisters came: Anna May and Frances and little Jean. Charles from next door, even though he was twelve. Oh, and Eleanor, naturally, and Jamie with his brother Paul. Later on there were others, but these were the first. Well, not really the first. Roxaboxen had always been there and must have belonged to others, long before.				
4	When Marian dug up a tin box filled with round black pebbles everyone knew what it was: it was a buried treasure. Those pebbles were the money of Roxaboxen. You could still find others like them if you looked hard enough. So some days became treasure-				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
4 cont.	hunting days, with everybody trying to find that special kind. And then on other days you might just find one without even looking.				
5	A town of Roxaboxen began to grow, traced in lines of stone: Main Street first, edged with the whitest ones, and then the houses. Charles made his of the biggest stones. After all, he was the oldest. At first the houses were very plain, but soon they all began to add more rooms. The old wooden boxes could be shelves or tables or anything you wanted. You could find pieces of pottery for dishes. Round pieces were best.				
6	Later on there was a town hall. Marian was mayor, of course; that was just the way she was. Nobody minded.				
7	After a while they added other streets. Frances moved to one of them and built herself a new house outlined in desert glass, bits of amber, amethyst, and sea-green: a house of jewels.				
8	And because everybody had plenty of money, there were plenty of shops. Jean helped Anna May in the bakery - pies and cakes and bread baked warm in the				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
8 cont.	sun. There were two ice cream parlors. Was Paul's ice cream the best, or Eleanor's? Everybody kept trying them both. (In Roxaboxen you can eat all the ice cream you want.)				
9	Everybody had a car. All you needed was something round for a steering wheel. Of course, if you broke the speed limit you had to go to jail. The jail had cactus on the floor to make it uncomfortable, and Jamie was the policeman. Anna May, quiet little Anna May, was always speeding - you'd think she liked to go to jail.				
10	But ah, if you had a horse, you could go as fast as the wind. There were no speed limits for horses, and you didn't have to stay on the roads.				
11	All you needed for a horse was a stick and some kind of bridle, and you could gallop anywhere.				
12	Sometimes there were wars. Once there was a great war, boys against girls. Charles and Marian were the generals. The girls had Fort Irene, and they were all girl scouts. The boys made a fort at the other end of Roxaboxen, and they were all bandits. Oh, the raids were fierce, loud with whooping and the				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
12 cont.	stamping of horses! The whirling swords of ocotillo had sharp thorns - but when you reached your fort you were safe.				
13	Roxaboxen had a cemetery, in case anyone died, but the only grave in it was for a dead lizard. Each year when the cactus bloomed, they decorated the grave with flowers.				
14	Sometimes in the winter, when everybody was at school and the weather was bad, no one went to Roxaboxen at all, not for weeks and weeks. But it didn't matter; Roxaboxen was always waiting. Roxaboxen was always there.				
15	And spring came, and the ocotillo blossomed, and everybody sucked the honey from its flowers, and everybody built new rooms, and everybody decided to have jeweled windows. That summer there were three new houses on the east slope and two new shops on Main Street. And so it went. The seasons changed, and the years went by. Roxaboxen was always there.				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
16	The years went by, and the seasons changed, until at last the friends had all grown tall, and one by one, they moved away to other houses, to other towns. So you might think that was the end of Roxaboxen - but oh, no. Because none of them ever forgot Roxaboxen. Not one of them ever forgot. Years later, Marian's children listened to stories of that place and fell asleep dreaming dreams of Roxaboxen. Gray-haired Charles picked up a black pebble on the beach and stood holding it, remembering Roxaboxen.				
17	More than fifty years later, Frances went back and Roxaboxen was still there. She could see the white stones bordering Main Street, and there where she had built her house the desert glass still glowed - amethyst, amber, and sea-green.				

Accuracy ____%

Read-Aloud Record Form

The House on Maple Street

Name _____ Date _____

Level M
Words: 1121

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
2	This is 107 Maple Street. Chrissy and Jenny live here with their mother and father, a dog named Maggie, and a fat cat named Sally.				
3	Three hundred years ago there was no house here or even a street. There was only a forest and a bubbling spring where the animals came to drink.				
4	One day a fierce storm roared across the forest. The sky rolled with thunder, and lightning crashed into a tree. A deer sniffed the air in alarm. Soon the woods were ablaze.				
5	The next spring a few sturdy flowers poked through the ashes, and by the year after that the land was covered with grass. Some wildflowers grew at the edge of the stream where the deer had returned to drink.				
6	One day the earth trembled, and a cloud of dust rose to the sky. A mighty herd of buffalo had come to eat the sweet grass and drink from the stream.				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
7	People came, following the buffalo herd. They set up their tepees near the stream, and because they liked it so much, they stayed for the whole summer. One boy longed to be a great hunter like his father, but for now he could only pretend with his friends. In their games, one boy was chosen to be the buffalo.				
8	His father taught the boy how to make an arrowhead and smooth it just so, the way his father had taught him. But the boy was young, and the day was hot.				
9	He ran off to play with his friends and left the arrowhead on a rock. When he came back later to get it, he could not find it.				
10	The buffalo moved on, searching for new grass, and the people packed up their tepees and followed. For a long time the land was quiet. Some rabbits made their home in the stump of a burned tree, and a fox made a den in some rocks.				
11	One day there was a new sound. The fox looked up. A wagon train passed by, heading for California. The				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
11 cont.	settlers stopped beside the stream for a night. But they dreamed of gold and places far away and were gone the next morning.				
12	Other wagons came, following the tracks of the first. The fox family moved into the woods, but the rabbits stayed snug in their burrows until the people had gone.				
13	Soon after, a man and a woman camped along the stream. They were heading west, but the woman would soon have a child. They looked around them and knew it was a good place to stay. The man cut down trees and made a house.				
14	He pulled up the tree stumps left from the fire and planted his crops. The child was a girl, and they named her Ruby and called her their little jewel.				
15	Ruby had a set of china dishes that she played with every day. One day when she was making a mudpie on the banks of the stream, she found an arrowhead buried deep in the ground. She put it in a cup to show her father when he came in from the fields.				
16	Ruby's mother called her to watch the new baby. While she was gone, a rabbit sniffed at the cup and				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
16 cont.	knocked it off the rock. It fell into the tunnel to his burrow, and the rabbit moved away to a new home under the roots of a tree.				
17	Ruby grew up and moved away, but her brother stayed on the farm. By now there were other people nearby, and he married a girl from another farm. They had six children, and he built a larger house so they would all fit.				
18	Now the old wagon trail was used as a road, and the dust got into the house. When his wife complained, Ruby's brother planted a row of maple trees along the road to keep out the dust and shade the house. After the children were grown, he and his wife moved away, but one of their daughters stayed on the farm with her husband and children.				
19	One day the children's great-aunt Ruby came for a visit. She was an old lady with snow-white hair. The children loved to hear her stories of long ago. She told them about the cup and arrowhead she had lost				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
19 cont.	when she was a girl.				
20	After she left, the children looked and looked. But they never found them, though they searched for days.				
21	The town had grown nearly to the edge of the farm, and another man up the road filled in the stream and changed its course. For a while there was a trickle of water in the spring when the snow melted, but weeds and dirt filled in the bed, until hardly anyone remembered a stream had ever been there.				
22	New people lived on the farm. It was the schoolteacher and his family, and they sold much of the land to others. The road was paved with bricks, so there was no longer any dust, but the maple trees remained. The branches hung down over the road, making it shady and cool. People called it Maple Street. Automobiles drove on the road, along with carts and wagons, and there were many new houses.				
23	The house was crumbling and old,				

The House on Maple Street

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
23 cont.	and one day some men tore it down. For a while again, the land was bare. The rabbits lived comfortably, with only an occasional owl or fox to chase them. But one day a young couple came walking along and stopped to admire the trees.				
24	"What a wonderful place for a home," said the young woman. So they hired carpenters and masons to build a cozy house of red bricks with white trim. The young couple lived happily in the house for several years. The young man got a job in another town, and they had to move.				
25	The house was sold to a man and a woman who had two girls named Chrissy and Jenny and a dog named Maggie, and a fat cat named Sally. The girls helped their father dig up a spot of ground for a garden, but it was Maggie the dog who dug up something white in the soft spring earth. "Stop," cried Chrissy, and she picked up the tiny cup made of china. Inside was the arrowhead found and lost so long ago.				
26	"Who lost these?" the girls wondered. Chrissy and Jenny put the cup and arrowhead on a shelf for others				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
26 cont.	to see. Someday perhaps their children will play with the tiny treasures and wonder about them, too. But the cup and arrowhead will forever keep their secrets, and the children can only dream.				

Accuracy ____%

Read-Aloud Record Form

Galimoto

Name _____ Date _____

Level L
Words: 1087

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
2	Kondi opened an old shoe box and looked inside. These were his things. They belonged to him. Inside the box there was a ball made of many old plastic bags, tightly wrapped with string. There was a knife Kondi had made from a piece of tin can and a dancing man he had made from dried cornstalks. In Kondi's box there were also some scraps of wire. He had been saving the wires for something special. Now he took them and the knife from his box.				
3	"I shall make a galimoto," Kondi told his brother, Ufulu. Ufulu laughed. "A boy with only seven years cannot make such a toy. You don't have enough wire." "I will get enough wire," Kondi answered.				
4	Kondi took his knife and wire scraps and went to the home of his friend, Gift. "I want your wires," Kondi told Gift. "I'll give you my knife for them."				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
4 cont.	"Why do you want the wires?" Gift asked. "I want to make a galimoto," Kondi answered. Gift ran his fingers over the tin knife. "It is a good knife. I'll cut a dancing man with it." Gift took a handful of wires from his box of things and gave them to Kondi. "That's not enough wire for a galimoto," he told his friend. "I will find enough wire," Kondi said.				
5	Kondi put his wires into an old white plastic bag and took them to the shop of his uncle. "Good day, second son of my brother," his uncle greeted him. "How can I help you?" "I want some wire," Kondi told his uncle. "How will you pay for it?" "I have no money," Kondi answered, "but you have wires on your old packing boxes from the city. They would make a fine galimoto." "So you want to make a galimoto. The son of my brother is a clever boy. Take the wires."				
6	Chi, chi, chi, chi. Kondi could hear the grinder at the flour mill. Many women with babies tied on their backs waited in the hot sun. Others arrived carrying heavy				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
6 cont.	baskets of maize on their heads. Kondi squeezed through the crowd. He was very near the front door when someone grabbed him.				
7	The women began yelling angrily. "Stop that one! He goes out of turn." Kondi was being pushed and shoved. Suddenly the mill stopped its grinding. "What is it?" the miller shouted. The women pointed at Kondi. "Ah, no," Kondi said. "I have no maize to grind. I only want wires for a galimoto." He opened his bag for them to see. "Playthings. For this you keep us waiting," the women grumbled angrily. "One cannot eat wires." An old toothless woman shook her hand at Kondi.				
8	The miller shrugged. "There are some wires out back. Take those and go." In the back of the mill there was an open door. Inside the door was a pile of old motor parts. There Kondi				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
8 cont.	found some very thin wires wrapped in red and yellow and green plastic. "I can scrape the coating off," Kondi thought. "These wires will hold my galimoto together." Still, he did not have enough for a galimoto.				
9	Kondi passed some young children playing on an anthill. One was Munde, the small sister of his friend, Gift. She had a fine long piece of wire, which she stuck into the hard dirt. "Little friend," Kondi called as he came nearer, "you cannot catch an ant that way. Go, fetch some water, for with that and a stick we will fool them." When Munde came back, Kondi poured the water around one of the holes. "Now they will think the rains have begun," he explained. Then he stuck a stick down the hole. Gently he pulled it out, and on the end was a large ant. "My stick is better than a wire for catching ants. You may have the stick, and I'll take the wire."				
10	Kondi knew there was a trash heap behind the bicycle repair shop. But the gate was locked. Kondi climbed over the fence. In the courtyard he found some broken, bent spokes from a bicycle. He climbed back				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
10 cont.	over the fence with his bag.				
11	"Thief! Help! Police! Thief!" Kondi heard a voice call. Children came running from the marketplace. Men came running from the shops. They made a circle around Kondi. "Thief, thief," they chanted, pointing at Kondi. A policeman arrived. He grabbed Kondi by the shoulder. "What are you doing?" he asked. Kondi showed the policeman his wires. "I want a galimoto," he explained. "I need these wires." "Galimoto," the crowd murmured. "Galimoto." They shook their heads and went back to their business. "Take your wires and go," the policeman told Kondi.				
12	Kondi took his wires back to the shade of the red flame trees in his village. Nearby his mother and sisters pounded their maize. They sang of the hard work they were doing. Kondi sorted his wires. There were thick pieces and thin pieces. Some wires were long and some were short. Kondi banged the bent and twisted ones with a stone to straighten them.				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
12 cont.	Then he began. The thick wires made the frame. He wrapped the very thinnest wires at the joints to hold the galimoto together. "My galimoto will be a pickup," Kondi planned. "It will carry maize to the city. And it will have an antenna for the radio." He smiled. Kondi worked all afternoon. He pounded the strongest wires around a pipe to make the round wheels. A sturdy piece of bamboo made the rod for the steering wheel.				
13	Finally, the warm toasty smell of maize porridge cooking over the village fires told Kondi it was time to go home. His brothers and sisters admired his work. "So you found enough wire," Ufulu said. "Yes," Kondi agreed. He parked his galimoto next to his box of things and ate his supper. "Let the moon be bright For us to play and sing tonight." Kondi could hear his friends singing in the distance. They were calling him to play.				
14	Now he carefully guided his galimoto over the dusty path. "Galimoto!" someone cheered, and one by one				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
14 cont.	Kondi's friends formed a line behind him. "Eeeeeeeee. Galimoto, Galimoto," they began to chant.				
15	Kondi saw the shadow of his galimoto, cast by the moonlight, racing alongside. "It's a fine galimoto," he thought proudly. "Perhaps tomorrow I shall make my galimoto into an ambulance or an airplane or a helicopter."				

Accuracy ____%

Read-Aloud Record Form

Nine O'Clock Lullaby

Name _____ Date _____

Level M
Words: 491

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
2	9 P.M. in Brooklyn, New York The vroom and shush of traffic outside the bedroom window while Mama turns the pages of a sleepytime tale. 9 P.M. in Brooklyn, New York, is...				
3	10 P.M. in Puerto Rico Sweet rice, fruit ice, coconut candy. Papa playing congas, Tío his guitar. Swaying lanterns in the branches, dancing people on the grass. Bedtime is forgotten on a special party night. 10 P.M. in Puerto Rico is...				
4	Midnight on the mid-Atlantic Nothing blacker than the water, nothing wider than the sky. Pitch and toss, pitch and toss. The Big Dipper might just ladle a drink out of the sea. Midnight on the mid-Atlantic is...				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
5	2 A.M. in England Bread in the pantry at nighttime tastes better than cream cakes at tea. 2 A.M. in England is...				
6	3 A.M. in Zaire Dreaming by the Congo.				
7	3 A.M. in Switzerland Dreaming in the Alps. 3 A.M. in Zaire and Switzerland is...				
8	5 A.M. in Moscow A crash and a clatter and the samovar on the floor. The cat has done it again! Papa wakes up with a laugh. Mama wakes up with a shout. Babushka doesn't wake at all, but just stays snoring in her bed. 5 A.M. in Moscow, Russia, is...				
9	7:30 A.M. in India All over the village well ropes squeak, buckets splash, bracelets jingle, long braids swish. All over the village				

Nine O'clock Lullaby

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
9 cont.	morning music. 7:30 A.M. in India is...				
10	10 A.M. in Guangzhou, China On the way to Goat City auntie pedals quickly, flying like a dragon. On the way to Goat City elder sister pedals slowly, flapping like a goose. 10 A.M. in Guangzhou, China, is...				
11	11 A.M. in Japan In the pond grandfather floats a tulip so the fish can greet the spring. 11 A.M. in Japan is...				
12	Noon in Sydney, Australia At the barbie, five cousins, four uncles, three aunts, two sheepdogs, six lizards, and one sly kookaburra stealing sausage right off the plates. Noon in Sydney, Australia, is...				
13	3 P.M. in Samoa The rain has stopped. The sea is calm. "Let's weave," say the mothers.				

Nine O'clock Lullaby

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
13 cont.	"Let's fish," say the fathers. "Let's chase the dogs," say the brothers, "before it rains again." 3 P.M. in Samoa is...				
14	5 P.M. in Nome, Alaska Toss the blanket high. Toss the blanket higher. Ask her, can she see the caribou? Ask her, can she touch the sky? 5 P.M. in Nome, Alaska, is...				
15	6 P.M. in Los Angeles The sun eases down like a big golden dinner plate at the end of the day on the beach. 6 P.M. in Los Angeles is...				
16	8 P.M. in Mexico Saying good night to the burros. 8 P.M. in Wisconsin Saying good night to the calves. 8 P.M. in Mexico and Wisconsin is...				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
17	9 P.M. in Brooklyn, New York The vroom and shush of traffic outside the bedroom window while Mama turns the pages of a sleepytime tale.				

Accuracy ____%

Read-Aloud Record Form

Houses and Homes

Name _____ Date _____

Level E (Instructional)
Level A (If Teacher reads aloud first)
Words: 89

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	**E**	**SC**	**E MSV**	**SC MSV**
2	The world is full of houses…				
3	big houses				
4	little houses				
5	bright houses				
6	white houses				
7	houses that move				
8	and houses that stay				
9	in a row				
10	or all alone				
11	filled with families				
12	just right for one.				
13	Build your house with what is handy….wood				
14	or stone				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
15	or straw				
16	or mud				
17	or almost anything at all.				
18	Weave it nail it				
19	tie it with rope.				
20	Build it on stilts!				
21	Let in the air to keep it cool.				
22	Fill in the cracks to keep it warm.				
23	Fill it with love				
24	and make it a home.				

Accuracy ____%

Read-Aloud Record Form

World Water Watch

Name _____ Date _____

Level N
Words: 645

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
2	Watch over the world, watch over the water. Some creatures are dying today.				
3	Care for the earth, care for the sea. So all of our friends can stay.				
4	Sea otters drift among the kelp in the frigid sea bordering my home, Alaska.				
5	Otters constantly clean their thick fur to keep it airy and light. The air trapped in their coats keeps them warm and prevents them from sinking. To rest or sleep, otters wrap themselves in kelp. The kelp helps them stay afloat, and they bob along the surface of the water like buoys. When otters swim through an oil spill, their fur becomes matted and heavy. Some drown, and others become sick from swallowing oil.				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
6	Otters cannot survive unless we keep our oceans clean.				
7	Green sea turtles paddle through the warm ocean waters near my country, Mexico.				
8	Sea turtles have had a hard time surviving. We enjoyed eating their meat. We used their shells as decorations. If turtles managed to reach the beaches and lay their eggs, the eggs were often crushed or stolen by both human and animal predators. In May 1990 the government of Mexico signed an agreement that ended the killing of all sea turtles in its waters. Special areas were also set aside for turtles to nest. Now more newly hatched turtles live to make the journey from the beaches back to the open sea.				
9	Our green sea turtles once again swim safely in the ocean.				
10	Penguins waddle across the ice in the land of frozen beauty, Antarctica.				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
11	There are penguins that live in warmer temperatures, but most penguins endure the frigid conditions of Antarctica. Many scientists believe that air pollution and the cutting down of rain forests is warming the earth. They fear that the ice that has covered the north and south poles for millions of years is beginning to melt.				
12	If our colder climates disappear, will the Antarctic penguins be able to adapt to a warmer environment?				
13	Fur seals gather along the lava rocks on the islands edging my country, Chile.				
14	Seals are hunted for their fur and their flesh. Their beautiful skins are used for coats, purses, and gloves. Their meat is ground up for pet food. The Juan Fernandez seal that inhabits the offshore islands belonging to Chile is now protected by the Chilean government. But many other fur seals are not so fortunate and are still being killed in places all over the world.				
15	When every country joins in protecting them, fur seals will be free to play safely on all beaches.				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
16	Polar bears wander through falling snow searching for food in the northern regions of my home, Norway.				
17	Polar bears roam across the ice and are able to survive the fiercest blizzards because of their coats of thick fur. Although the hunting of polar bears is illegal in Norway, the bears are still in danger because they eat fish that have been poisoned by pesticides and chemicals.				
18	The continuing struggle of the polar bear to survive is a good example of how the actions of people affect the world's wildlife.				
19	Humpback whales blow in the seas as they circle the island where I live, Maui.				
20	Each winter humpback whales migrate to the warm waters of the Hawaiian islands to join their mates and have their young. And year after year more and more tourists, fishermen, and sailors come to view the whales. Their boats create a traffic jam for the whales, who must keep dodging them.				

World Water Watch

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
21	Will the whales be forced to leave the waters of Hawaii and find another home?				
22	Watch over the world, watch over the water. Some creatures are dying today.				
23	Care for the earth, care for the sea. So all of our friends can stay.				

Accuracy ____%

Read-Aloud Record Form

An Octopus is Amazing

Name _____ Date _____

Level M
Words: 1047

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
2	An octopus is an animal that lives in the sea. It has a soft, bag-shaped body and eight rubbery arms.				
3	The common octopus lives in a den near shore. It may make its den in a cave or a wrecked ship, in a shell or a tin can, under a rock or in a crack in a rock. Every octopus lives alone. Its den is small, just big enough to hold the octopus. An octopus can squeeze into a small space because it has no backbone. In fact, it has no bones at all.				
4	An octopus can change color in a flash. Usually the octopus matches its surroundings and is hard to see. If it climbs into an empty shell, it turns pink and gray. If it crawls among rocks and seaweeds, it may turn brown and gray and green. An octopus can have colored spots or stripes. It can be half one color and half another.				
5	Color changes help an octopus to hide or to escape from enemies. They may also show how an octopus is feeling. Scientists say an angry octopus turns dark red.				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
5 cont.	A frightened one turns pale. An octopus that is enjoying a meal shows pleasure by changing color.				
6	An octopus has a big appetite. Crabs are its favorite food, but it also likes lobsters, clams, and other shellfish. Sometimes an octopus waits in its den until a meal passes by. Then it reaches out an arm and grabs.				
7	Each arm is lined with suckers. They work like little rubber suction cups. The common octopus has 240 suckers on each arm. The octopus holds its food with its suckers and examines it.				
8	The octopus carries its catch toward its mouth. The mouth is on the underside of the body, and inside it is a hard, curved beak. The octopus uses its beak to crack the shell of its prey. It squirts the prey with poison from a gland in its mouth. When the prey is paralyzed or dead, the octopus feeds.				
9	Sometimes an octopus leaves its den and hunts for food. It hunts by sight, using its sharp eyes. The octopus may crawl along, using its suckers to hold on to rocks and pulling itself forward.				

An Octopus is Amazing

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
9 cont.	Or it may jet, by drawing in water and shooting it out through a tube, which is called the siphon. With each spurt, the octopus jets through the sea.				
10	Once the octopus spies something to eat, it spreads its webbed arms. It floats down and wraps itself around its prey. It may store crabs or clams in its suckers and take them home to eat.				
11	When an octopus has eaten, it tidies up its den. It clears out the shells, using its siphon to blow them away.				
12	Sometimes other animals try to eat an octopus. The octopus does not fight. Instead, it tries to hide or escape. If a big fish attacks, the octopus changes colors and jets off. The octopus no longer looks like the animal the fish was going to attack. And so the fish is fooled.				
13	An octopus can also give off an ink-black liquid through its siphon. The ink forms a blob that has the shape and smell of an octopus. The enemy attacks the blob. The octopus, which has turned black, escapes.				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
14	That is how an octopus defends itself against the moray eel, one of its most dangerous enemies. A moray eel is big enough to swallow an octopus whole. It has sharp teeth and a keen sense of smell, which it uses in hunting.				
15	When an octopus sees a moray, it turns black and gives off a blob of ink. The moray picks up the scent of the black blob and attacks it. The octopus turns white and jets away. Sometimes a moray eel is able to tear off one of the octopus' arms before the octopus escapes. If this happens, the octopus can hunt and travel with seven arms. And in time, it grows a new arm.				
16	A female octopus mates when she is one to two years old. A few weeks after mating she finds a den and starts to lay her eggs. A common octopus lays thousands of eggs, perhaps 200,000. It takes her a week or more to lay them. Each egg is the size of half a grain of rice and has a stem. The female weaves and glues the stems together, making strings about four inches long. She hangs the				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
16 cont.	strings in her den. From then on, the female spends all her time taking care of her eggs. She does not hunt or eat.				
17	The eggs take four to six weeks or more to hatch. The female guards them from hungry fishes. She keeps the water around the eggs fresh and clean by blowing on the strings and running her arms through them. When the eggs hatch, the female's job is done and she dies.				
18	The newly hatched young are tiny, no bigger than fleas. They can change color and give off ink, but they cannot jet or crawl or hide in dens. For a month or more they drift in the sea. Most become food for fishes and other animals. Only a few live to grow up. As they do, they become surprisingly clever animals.				
19	Long ago, people learned that an octopus is good at solving problems. If an octopus cannot open a clam, it waits for the clam to open itself. Then it places a pebble between the two shells. The clam can no longer close up tight, and the octopus eats it. If an octopus is given a glass jar with a crab inside, it tries to get at the crab. After a few tries, it solves the				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
19 cont.	problem. It takes the top off the jar. Being able to solve problems is a sign of intelligence.				
20	In the wild, octopuses are shy. In aquariums and labs they seem to like the people they get to know. They enjoy being stroked. And they are playful. Playfulness is another sign of intelligence. They play tug-of-war with people. They also play jokes. A person who annoys an octopus may get squirted. An octopus is truly amazing.				

Accuracy ____%

Read-Aloud Record Form

Fireflies in the Night

Name _____ Date _____

Level K
Words: 600

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
2	I like fireflies. When I visit my grandfather in the summertime, we sit outdoors after supper and watch them. Grandmother likes to watch fireflies too. She calls them lightning bugs. They look like little dancing stars. They are really beetles, Grandfather says.				
3	All beetles have two sets of wings and so do fireflies. When they rest, they fold their hard front wings on top of their soft back wings. Young fireflies do not have wings at all. For their first year or two they live in the ground, just like young beetles. When their wings grow, they live above ground in trees or bushes.				
4	Grandfather gave me a glass jar to use on firefly hunts. We punched holes in the lid.				
5	Fireflies are easy to catch. Soon my jar is lighted up like a lantern.				
6	After every firefly hunt, Grandfather has something new to tell me. One time he showed me how to make				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
6 cont.	my firefly lantern brighter. (He promised it would not hurt my fireflies.) Just hold the jar upright in a bowl of warm water.				
7	He knew it would work because fireflies always shine brighter in warm weather. If you dip the jar in cold water, the firefly lights will fade.				
8	People in hot countries make good use of firefly light. In the Caribbean, and in some parts of South America, people sometimes wear net bags full of fireflies tied to their wrists or ankles. These homemade flashlights help them find their way along the dark jungle paths.				
9	Grandfather let me try this in the cornfield because we have no jungle.				
10	In Japan, the gardens are lighted at night by firefly lanterns. That must be nice!				
11	Grandfather also told me about a doctor in Cuba who, many years ago, once used a firefly lamp in his operating room. His other lights had gone out!				
12	Fireflies make cold light. Candles make hot light. If I put one tiny birthday candle in a jar, the jar gets too				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
12 cont.	hot to hold.				
13	My firefly lantern never gets warm.				
14	I asked my grandfather, "How can fireflies make cold light?" He told me that fireflies have special chemicals inside them. When fireflies take in air, the air mixes with these chemicals. Flash! the mixture makes light without heat.				
15	Small holes on the side of the firefly let air in. The special chemicals mix with air in the underpart of the firefly. These chemicals plus air equal cold light.				
16	Fireflies have special ways to flash their lights which they repeat over and over. Each kind signals in a different pattern of flashes and pauses. As he flies around, a male firefly may make a signal like this: 3 or 4 or 5 quick flashes. Wait for six seconds. Repeat. A female firefly stays in the grass and gives her own kind of answering signal, probably like this: 1, 2, or 3 quick flashes. Wait for two seconds. Repeat. That's how fireflies find their mates.				
17	Grandfather says if I sit quietly in the grass and flash a				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
17 cont.	small flashlight on and off every two seconds, the fireflies may be fooled and come to me. I am going to try that tomorrow night.				
18	Tonight I am taking my firefly lantern to my secret hideaway. Under the bedcovers my lantern makes a cozy light. Just for me! My grandmother will come soon to say goodnight.				
19	"Lights out," Grandmother will say. She will take my lantern outside and let my fireflies go.				
20	I'll catch some more tomorrow night.				

Accuracy ____%

Read-Aloud Record Form

Fireflies in the Night

Name _____ Date _____

Level K
Words: 600

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
2	I like fireflies. When I visit my grandfather in the summertime, we sit outdoors after supper and watch them. Grandmother likes to watch fireflies too. She calls them lightning bugs. They look like little dancing stars. They are really beetles, Grandfather says.				
3	All beetles have two sets of wings and so do fireflies. When they rest, they fold their hard front wings on top of their soft back wings. Young fireflies do not have wings at all. For their first year or two they live in the ground, just like young beetles. When their wings grow, they live above ground in trees or bushes.				
4	Grandfather gave me a glass jar to use on firefly hunts. We punched holes in the lid.				
5	Fireflies are easy to catch. Soon my jar is lighted up like a lantern.				
6	After every firefly hunt, Grandfather has something new to tell me. One time he showed me how to make				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
6 cont.	my firefly lantern brighter. (He promised it would not hurt my fireflies.) Just hold the jar upright in a bowl of warm water.				
7	He knew it would work because fireflies always shine brighter in warm weather. If you dip the jar in cold water, the firefly lights will fade.				
8	People in hot countries make good use of firefly light. In the Caribbean, and in some parts of South America, people sometimes wear net bags full of fireflies tied to their wrists or ankles. These homemade flashlights help them find their way along the dark jungle paths.				
9	Grandfather let me try this in the cornfield because we have no jungle.				
10	In Japan, the gardens are lighted at night by firefly lanterns. That must be nice!				
11	Grandfather also told me about a doctor in Cuba who, many years ago, once used a firefly lamp in his operating room. His other lights had gone out!				
12	Fireflies make cold light. Candles make hot light. If I put one tiny birthday candle in a jar, the jar gets too				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
12 cont.	hot to hold.				
13	My firefly lantern never gets warm.				
14	I asked my grandfather, "How can fireflies make cold light?" He told me that fireflies have special chemicals inside them. When fireflies take in air, the air mixes with these chemicals. Flash! the mixture makes light without heat.				
15	Small holes on the side of the firefly let air in. The special chemicals mix with air in the underpart of the firefly. These chemicals plus air equal cold light.				
16	Fireflies have special ways to flash their lights which they repeat over and over. Each kind signals in a different pattern of flashes and pauses. As he flies around, a male firefly may make a signal like this: 3 or 4 or 5 quick flashes. Wait for six seconds. Repeat. A female firefly stays in the grass and gives her own kind of answering signal, probably like this: 1, 2, or 3 quick flashes. Wait for two seconds. Repeat. That's how fireflies find their mates.				
17	Grandfather says if I sit quietly in the grass and flash a				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
17 cont.	small flashlight on and off every two seconds, the fireflies may be fooled and come to me. I am going to try that tomorrow night.				
18	Tonight I am taking my firefly lantern to my secret hideaway. Under the bedcovers my lantern makes a cozy light. Just for me! My grandmother will come soon to say goodnight.				
19	"Lights out," Grandmother will say. She will take my lantern outside and let my fireflies go.				
20	I'll catch some more tomorrow night.				

Accuracy ____%

Read-Aloud Record Form

Lizard in the Sun

Name _____ Date _____

Level K
Words: 514

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
2	One bright morning the sun slips softly into your cool shadowy room, touching you, waking you, changing you...				
3	till you feel yourself growing smaller and smaller. You are a lizard, small and thin, as light as a pencil, as light as a handful of popcorn.				
4	Still cool and sleepy, you slide off your soft bed, landing... on four brown feet! The thick rug tickles your thin tan belly as you creep, your long brown tail trailing behind.				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
5	Wiggle your toes and spread them wide. You cling to the wall, climbing higher and higher, clinging with your long padded toes till you reach the bright window.				
6	There, you lie in the sun, feeling its warmth wake you, feeling the hot sunlight creep along your scaly body. In the warm sun you change again....				
7	Lean green lizard, you feel the sun singing inside you and you run.... Dashing down a hot wall, you leap into the bushes. You run from one branch to the next a jungle of leaves flashes by you and you rest tucked inside a bush.				
8	You are green				

Lizard in the Sun

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
8 cont.	like the green leaves all around you. Someone hungry flies over the green bushes, over the green grass and does not see you in your pale green skin!				
9	You are lean and green and you leap to a white sunny wall. This is your world and it feels good to be a lizard in the sun. You bob your head up and down. Like a tiny athlete, you push up and down on your strong green legs.				
10	Your throat fans out wide and changes color! Red... red... red... your bright throat flashes. You are proud,				

Lizard in the Sun

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
10 cont.	telling all who see you you are a lizard and this is your spot in the sun.				
11	You are lean and green and hungry. Bzzzzzz bzzzzzz . . . You creep closer and catch the whirring fly snap snap in your wide fast mouth.				
12	You are lean and green and thirsty. Long leaves curl and make a tiny pool of water. You drink, licking the water with your thin pink tongue.				
13	You climb up the tall fence and rest in the sunlight, feeling warm and good. Brownness creeps along your scaly back				

Lizard in the Sun

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
13 cont.	and you rest like a dark twig fallen on the old fence.				
14	On this bright day you rest, then run and catch your food in your wide fast mouth. And now you are lean and green, and now you are brown, and now you are in between! Sometimes you match the greenness, the brownness around you. Sometimes you don't.				
15	Slowly, the hot sun sinks down behind the trees, behind the bushes and you can feel coolness creep along your quick legs, your flat head, your lean back,				

Lizard in the Sun

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
15 cont.	your thin tail.				
16	You are cool and sleepy and you creep up, your long padded toes clinging to the cool wall. You leap over the windowsill into your shadowy room, where you change again....				
17	And there you find a good place to rest after your long day in the sun.				

Accuracy ____%

Read-Aloud Record Form Eight Hands Round a Patchwork Alphabet

Name _____ Date _____

Level N
Words: 2653

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
2	What is patch work? ABCDEFGHIJK.L.M.N.O.P.Q.R.S.T.U.V.W.X.YZ				
3	Patchwork is pieces of fabric cut into different shapes and sewn together into patterns. During the first one hundred years after the signing of the Declaration of Independence, many women and girls-and even a few men and boys-sewed patchwork. Patchwork was important because no one could afford to waste good fabrics. At one time women wove all their fabrics at home. Even when machines and factories began to produce fabric, it was expensive and difficult to get.				
4	With patchwork, people could use the tiny scraps left over from the dresses and shirts they had sewn. They could also re-use fabric, cut into small pieces, from outgrown or worn-out clothing. The patchwork pieces were sewn together by hand. It took many, many hours. To make those hours pass more quickly, women sometimes invited friends to sew with them.				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
4 cont.	When they finished, they usually made the patchwork into warm quilts for their beds. Sometimes they gave their quilts as gifts to a new bride, a new baby, or to a good friend who was moving away. These patchwork quilts added welcome color to homes that were often without any other decoration.				
5	Where did people get their ideas for the designs and names of patchwork patterns? Some came from tools they used or toys children played with. Others came from plants, animals, or stars. Sometimes a design was made up and then named after a special event, an important person, or a story in the Bible. Not everyone who sewed patchwork made up new patterns. Some just used patterns they had seen before. But because each person used her own combination of fabrics and colors, no two patchworks were the same. Old patchwork patterns with their beautiful designs and interesting names can tell us how people lived when our country was still young and growing.				
6	Two hundred years ago most towns had a blacksmith. An anvil always sat on a flat stump in his shop. The				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
6 cont.	blacksmith softened pieces of iron in a huge fire. Then, with long tongs, he removed the iron from the fire and placed it on his anvil. When the blacksmith wanted to make the iron flat, he hammered it on the flat part of the anvil. When he wanted the iron curved, he hammered it around the pointed part of the anvil. The blacksmith made many useful things out of iron. He made hatchets, hoes, and shoes for horses. Maybe a blacksmith, or his wife, thought up this pattern. Or maybe the idea came to a customer waiting patiently in his shop on a cold winter afternoon.				
7	Going from one place to another usually meant walking, riding a horse, or sitting in a buggy pulled by a horse. A buggy was a wooden seat on a wooden platform over wooden wheels. Depending on the weather, the buggy ride could be wet, hot, or chilly. It was always bumpy and slow. Buggies rarely traveled over twenty miles in one day. Perhaps the person who thought up this pattern did so while taking a trip in a buggy.				
8	The family cow provided the milk that was used to make butter. Usually it was the woman's job to milk the				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
8 cont.	cow and pour the cream that rose to the top of the pail into a thin wooden barrel called a churn. Then she rolled the pole sticking out of the churn back and forth between her hands. The rolling turned the dash, which was the wooden piece shaped like this pattern, at the other end of the pole. The dash whipped the cream until it separated into butter. Maybe the idea for this pattern came to someone while churning.				
9	A doe is a female deer. Deer were hunted for their tasty meat. They were also hunted for their hides, which were used to make sturdy pants and jackets for men and boys. White settlers usually hunted for deer with guns while Indians used guns, darts, or arrows shot from bows. When settlers killed more deer than they needed, they went to a trading post and traded the extra hides for goods such as knives and kettles. Sometimes they traded for brightly colored cloth so their wives, or daughters, could sew more patchwork.				
10	Often when a woman finished a large patchwork, she invited her friends to a quilting party. The women sat around a wooden frame with two layers of cloth stretched across it. The patchwork was placed on top.				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
10 cont.	They sewed these materials together with tiny stitches, making a quilt. When they finished, their husbands joined them for supper. After eating, someone picked up a fiddle, a caller hollered, "Grab your partner," and four couples hurried to form a square. They clapped their hands and stamped their feet. And when the caller said, "Eight hands round," they all joined hands in a circle.				
11	People raised geese for their eggs, meat, and feathers. It was the woman's job to pluck the goose. She had to wear a cap to keep the feathers from flying into her hair and she put a stocking, or a special basket, over the goose's head to prevent it from biting her. Maybe the person who made up this pattern was thanking her goose for giving its soft downy feathers for pillows and its pointed quills for writing pens.				
12	Sometimes when a woman went out on a summer night, she carried a fan. Fans were made of feathers, lace, silk, or a specially treated sheepskin called parchment. The handles were made of carved ivory, tortoiseshell, or wood. To cool herself, the woman spread the fan out wide and fluttered it back and forth				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
12 cont.	in front of her face. Then she folded the fan and held it until she was warm again. It's possible a woman first sewed this pattern by copying the shape of her grandmother's fan.				
13	In the early years of independence, many people raised bees in hives made of straw or the hollow section of a tree. When it was time to gather the honey, they set rags on fire to smoke the bees out of the hive. Then it was safe to cut away the honeycombs and separate the honey from the comb with a linen strainer. People used honey in cakes and to sweeten their fruit and puddings. But most often - like people today - they loved honey, thickly spread, on bread.				
14	When Indians fought or hunted, they often used a hatchet called a tomahawk. Indians made their hatchets out of wood and stone, or they traded with white settlers for the iron ones blacksmiths made. Sometimes Indians decorated their hatchets with feathers, quills, and paint, and used them in a dance. Perhaps someone who saw an Indian dance with his hatchet first made up this pattern.				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
15	The story of Jacob comes from the Old Testament of the Bible. Jacob left his father's home. At night he laid his head on a stone to sleep and dreamed of a ladder reaching to heaven. In his dream, God told Jacob that he and his children could have the land he was sleeping on. God promised to always be with Jacob's children even though they might travel long distances. A quilt made from this patchwork pattern must have comforted those settlers who had to build new homes far away from their families and friends.				
16	A hundred years ago or more, most children made their own kites. Sometimes their parents helped them. They sewed or glued thin paper or cloth onto a stick frame. Small pieces of brightly colored paper or cloth worked perfectly for the kite's tail. Then all they needed was a long cord and a good strong wind. Perhaps a boy or his sister thought up this pattern while flying a kite across a meadow.				
17	In the early 1800s a man needed two strong arms, an ax, and lots of tall trees to build a log cabin. First he chopped down the trees. Then he removed the branches and cut the logs into proper lengths. He				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
17 cont.	made a notch at each end of the logs so they would fit neatly. Then he stacked them one on top of another. In this patchwork pattern, the strips of cloth are stacked like the logs of a cabin.				
18	At the end of winter, when warmer days started the sap flowing in the maple trees, fathers and sons cut notches in the trunks. They placed a spout in each notch so the sap could drip into wooden troughs. Then they cooked the sap in a huge pot over a roaring fire until it thickened into syrup. Often they invited their neighbors to a party. Everyone had a good time tasting the new syrup and making maple-sugar candy in the snow.				
19	When boys and their fathers went to town, to church, or to a party, they usually wore neckties tied in bows. Some of the bows were big and fluffy. Some were small and thin. Men wore their neckties over shirts with collars that occasionally came up to their chins. Perhaps the idea for this pattern came to a young man learning to make a bow with his necktie.				
20	Old Tippecanoe was the nickname of our ninth president, William Henry Harrison. In the early 1800s, a				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
20 cont.	Shawnee Indian named Tecumseh urged several Indian tribes to join together to fight for lands they felt had been taken from them. Harrison, who was then a general, led troops that attacked and defeated these Indians at the Tippecanoe River in Indiana. Probably the person who named this pattern supported Harrison when he later ran for president.				
21	Long ago letters were not delivered to homes, nor did mail come every day. People had to go to the post office the day the letters were due and wait in long lines for them to be sorted. Usually they had to pay for each letter they received. But after 1847, a stamp stuck on the letter showed that the sender had paid the postage. This pattern made good use of tiny pieces of fabric. It also reminded people of the letters they hoped to receive from faraway family and friends.				
22	People came from all over to live in America. Some came from Asia and Africa. Most came from Europe, especially England. Charlotte, wife of George III, was the queen of England at the time of the signing of the Declaration of Independence and the Revolutionary				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
22 cont.	War. Possibly an immigrant thought of this pattern while standing on the ship's deck watching England disappear on the horizon.				
23	The roads to Kansas, and to almost everywhere, were rocky. Many were just narrow paths through the woods. For a man alone on his horse, that was good enough. But for a family in a buggy filled with belongings, it was not. Often they had to stop and cut down trees to widen the path. When they came to a swamp, they had to lay tree trunks side by side in order to cross it. Maybe a woman thought up this pattern after helping change a path into a road.				
24	During a storm at sea, gusty winds and crashing waves tossed ships about until the sailors had no idea how to reach safe harbor. It was hard to see through the darkness and slanting rains, and sometimes their ships crashed into the jagged rocks near shore. Lighthouses were built where the coast was most dangerous. The keeper kept a bright flame burning high in the tower, and when seamen saw the light, they knew to steer their ships away. Perhaps the daughter of a lighthouse keeper first sewed this pattern during a storm at sea.				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
25	Tobacco was grown in the South on large farms called plantations. Black slaves - some of them young children - worked in the tobacco fields planting seeds, pulling weeds, and killing worms that ate the crop. They also picked the leaves at harvest time and hung them to dry in special barns. Possibly a slave, exhausted from working many hours in a tobacco field, thought up this pattern.				
26	The Underground Railroad was not a railroad and it was not underground. It was a group of people helping southern blacks escape slavery. The runaway slaves had to travel long distances, often alone and at night, because it was against the law in the South to escape. Underground Railroad people gave the runaways food, fresh clothes, and a safe place to sleep. Then they directed them to another Underground Railroad person farther north where they could be safe. Perhaps the first person to sew this pattern was a black woman who, with the help of the Underground Railroad, escaped slavery and became a free person.				
27	Riding a horse or bouncing along in a buggy or				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
27 cont.	covered wagon was slow and the distance between towns was great. Houses were usually far apart, separated by huge fields, forests, or prairies. Often when night came, travelers had no place to sleep but on the hard ground. Perhaps one of these weary travelers came, at last, to a house and was invited inside by the family. Maybe he thought up this pattern because he was so happy to sleep under a roof instead of the stars.				
28	Many towns along the East Coast had windmills that looked like tall, thin houses standing on posts. Farmers placed their wheat between two large stones inside the house. When the wind blew the vanes attached to the outside of the house around and around, the millstones rubbed against each other, grinding the wheat into flour. Farmers paid the man who ran the mill with part of their freshly ground flour. They took the rest home where the women used it to make bread and biscuits and cakes.				
29	Because many towns did not have schools, some people never learned to read or write even their own name. But when a person bought land, borrowed				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
29 cont.	money, or went to court, the law said he had to sign his name to an official paper. If a man could not write, he would have someone else do it for him, leaving a space between his first and last names. Then he would make an X in that space. The X was called his mark and it stood for his name. Possibly the person who made up this pattern was "signing" her patchwork.				
30	People who live in New England are called Yankees. A hundred years ago or more, many Yankees enjoyed playing with a puzzle that had seven small pieces - five triangles, one square, and one rhomboid - made of ivory, wood, or pasteboard. The object was to arrange the pieces into different designs. People made vases, daggers, or boats. They also made flowers, houses, or chairs. Sometimes they made up their own designs, just like the person who made up this patchwork pattern.				
31	This pattern was sometimes called Streak of Lightning. People who lived on the plains were especially afraid of lightning because during a hot summer, it could set the dry grass on fire. A strong wind could spread the fire, threatening their homes, their animals, and their				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
31 cont.	crops. The whole family helped fight such a fire. They used wet blankets and pails filled with water from a well or a nearby stream. Maybe a woman sewed this pattern so she would not forget how hard everyone once worked to save her home from a lightning fire.				
32	Now you know twenty-six different patchwork patterns. There are thousands more. Look for them in books, in museums, or in stores. See what they can tell you about life during the time the patchwork was sewn.				

Accuracy ____%

Read-Aloud Record Form

Margaret and Margarita

Name _____ Date _____

Level F
Words: 286

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
2	What a beautiful day to go to the park, Margaret. See you tomorrow, friends!				
3	NO. It is NOT a beautiful day. I do not want to go to the park. And Susan, my little rabbit, does not want to go to the park. There is no one to play with. NO. See you tomorrow, friends!				
4	Look, Margaret. There is a little girl and her mother. Hello. Oh dear, they do not speak English. See you tomorrow, friends!				
5	Hello. See you tomorrow, friends!				
6	My name is Margaret. My rabbit's name is Susan. Susan says, Hola. See you tomorrow, friends!				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
7	I like your purple cat. I like your yellow shoes.				
8	I like your blue dress. I like your green ribbon.				
9	I like your red smile. And I like your brown eyes.				
10	I like you. Susan likes you. Will you be my friend? And I like your brown eyes.				
11	Yes! Friends! And Susan says, Yes - friends! And I like your brown eyes.				
12	This is a beautiful day. Let's have a party! And I like your brown eyes.				
14	Now let's take a nap. And I like your brown eyes.				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
15	Margaret, it is time to go home. And I like your brown eyes.				
16	Margarita, this is my mother. Mama, this is my friend, Margarita, and her rabbit, Susana. We had a party and a nap. And I like your brown eyes.				
17	I am happy to meet you, Margarita and Susana and Margarita's mother. See you tomorrow, friends!				
18	Tomorrow will be a VERY beautiful day to go to the park, Mama! See you tomorrow, friends!				
19	Good-bye, friends. Good-bye, friends. Good-bye. Friends.				

Accuracy ____%

Read-Aloud Record Form

On the Go

Name _____ Date _____

Level F
Words: 188

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
2	All over the world people move from place to place carrying babies on their backs,				
3	baskets over their shoulders,				
4	and almost anything on their heads.				
5	They travel on foot. They ride on horses and donkeys				
6	and camels.				
7	Wheels make things go easier and faster.				
8	They can be pedaled or pushed...				
9	or pulled by ponies				
10	or oxen...				
11	or people.				
12	Some wheels are powered by motors.				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
13	A fire engine hurries to put out the fire.				
14	Buses carry people all over town.				
15	All aboard! Trains switch from track to track				
16	A trolley moves on rails along the city street. Zoom! You can go 150 miles an hour on a monorail.				
17	People travel on water, too. Some row their boats. Others push them along with poles.				
18	Some people sell refreshments from their boats.				
19	Sailors hope for a good wind.				
20	Tugboats guide ships from all over the world into the harbor.				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
21	Jet planes carry people and cargo across continents.				
22	You can go straight up in a helicopter				
23	or a rocket. . . . Liftoff!				
24	Maybe one day you will travel to the moon.				

Accuracy ____%

Read-Aloud Record Form

Look Out for the Turtles

Name _____ Date _____

Level M
Words: 1174

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
2	Most land turtles move very, v-e-r-y slowly. Suppose you ran a one-mile race with a turtle. You would cross the finish line in about ten or fifteen minutes. The turtle would get there about five hours later!				
3	But did you know that some turtles can move very fast? These turtles live in the ocean. They have flippers instead of legs. Some sea turtles can swim a mile in less than three minutes. The very fastest human swimmer takes five minutes to swim a mile.				
4	Turtles on land and in the sea are among the oldest living creatures in the world. They have been on earth for nearly 200 million years! Turtles were here at the time of the mighty dinosaurs. And they are still here today. Why have turtles survived so long?				
5	Many turtles have hard shells. The shell is the turtle's house. It is also its shield. The hard shell protects the turtle from its enemies.				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
5 cont.	When danger is near, most land turtles hide inside their shells. They pull in their heads, tails, and all four legs. Now the turtle is safe from harm.				
6	The turtle's shell has two main parts. The top part is called the carapace. The bottom is the plastron The carapace and plastron are joined by a bridge. The bridge has openings for the head, tail, and legs.				
7	The box turtle and mud turtle have a special kind of shell. When the turtle is inside, it pulls the carapace and plastron together! The two parts close up tightly. You can't slip even a penny inside.				
8	The carapace helps turtles to hide in another way. Many kinds of land turtles have a mixture of colors on their carapaces. Brown, yellow, green, gray, or black are common. The different colors blend in with the turtle's surroundings.				
9	A water turtle's carapace is usually dark in color. Water turtles swim so fast that they don't need colorful carapaces to hide them from their enemies.				
10	On soil, sand, or mud - on grass, rocks, or logs -				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
10 cont.	in ponds, streams, or the sea - - turtles can be very hard to spot.				
11	Turtles don't have teeth. But they can bite with their strong jaws. A turtle bite can hurt an animal or a human being.				
12	Turtles have survived for millions of years for other reasons. They can live almost anywhere, and eat many different foods. Those that live in or near ponds and streams eat water plants, bugs, snails, and fish.				
13	Turtles that live on land - or tortoises, as they are sometimes called - eat plants, fruit, insects, vegetables, and worms.				
14	Turtles that live in the sea eat seaweed, jellyfish, crabs, and fish.				
15	Most turtles that live in cold climates sleep during the winter months. They hibernate. Some dig themselves into the mud on the bottom of a lake or river. Others snuggle into the soil on land. There they stay until spring. Sea turtles in cold climates swim to warmer waters when the temperature drops too low.				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
16	In March and April, the land turtles begin to come out of their winter homes. Over the next few months the male and female turtles mate. The female then digs a hole in the ground for a nest. Even turtles that live in the sea crawl up on land to make their nests.				
17	The female lays a "clutch" of eggs in the nest. The number of eggs in each clutch varies. The African pancake turtle lays just one egg at a time. The green turtle lays up to 150 eggs in her clutch. After she lays the eggs, the female turtle covers them with soil or sand. And she leaves.				
18	For two or three months the turtles grow inside the eggs. By the end of the summer the eggs are ready to hatch. The baby turtle uses its sharp egg tooth to slit open the eggshell. It takes from one to four days to open the egg and pull itself out. The baby turtle loses its egg tooth after a few weeks.				
19	The newborn turtles have little protection. Their shells are very soft, so they must get to a safe hiding place quickly. They go as fast as their stubby legs or flippers can carry them.				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
19 cont.	Tiny sea turtles head right for the ocean. Somehow they know the way. Usually they make the trip at night. Even so, many are caught and eaten by crabs and gulls.				
20	Young land turtles have to watch out, too. Raccoons, birds, dogs, and foxes can easily catch and eat them.				
21	Turtles live longer than most other animals. One turtle lived to be about 170 years old. A soldier found this turtle on an island in the Indian Ocean in 1766. It was already fully grown when he took it to his camp. The turtle lived there for 152 years. In 1918 it was killed accidentally. No one knows how much longer it might have lived.				
22	Turtles range in size from tiny to gigantic. Among the smallest are the mud turtles. They grow to be between three and six inches long.				
23	The biggest are the seagoing leatherback turtles. One amazing leatherback turtle was found off the coast of California in 1961. It was nearly 6 feet long! And it weighed close to 1,300 pounds.				
24	The Galapagos turtle takes the prize for largest land				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
24 cont.	turtle. At 4 feet long it is about two-thirds the length of the leatherback. This turtle weighs an average of 600 pounds.				
25	Turtles are survivors. - Most have hard shells to protect them. - Their carapaces help keep them out of sight. - Different kinds of turtles can exist almost anywhere on land or in the sea. - Various sorts of turtles can eat many different kinds of plants and animals. - And some live to be more than 100 years old.				
26	Yet every year fewer and fewer turtles are left on earth. Many are killed by humans. Some people eat the flesh and eggs of turtles. And people make combs and ornaments from their shells. People also build houses, roads, and factories on land where turtles live. Without room to wander, find food, and lay eggs, the turtles die. Turtles are killed by pollution, too. As we dump poisons on the land and in the water, we kill turtles.				
27	Some types of turtles have already died out. The Kemp's Ridley is nearly extinct, and other sea turtles are				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
27 cont.	endangered. Some land turtles, like the bog turtle, are endangered, too. Once gone, these turtles will never come back.				
28	You and I have an important job to do. We must - not harm any turtles we find; - save turtles we find on roadways by carrying them to safety; - help to protect and clean up the land and water where turtles live; - ask for laws to prevent sea turtles from being caught in large fishing nets.				
29	By doing our job well, we can help turtles survive for another 200 million years!				

Accuracy ____%

Read-Aloud Record Form

June Mountain Secret

Name _____ Date _____

Level L
Words: 536

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
2	It was spring. In the dark of the morning Jen and Dad packed their reels, rods and flybox. They put on wide hats for shade and high boots for wading. Then, before dawn, they were gone hunting rainbows up a June mountain.				
3	As the sun rose, they climbed far upstream and looked for a pool that might hide one. But this run was too shallow; that one dropped too fast; and this one, they agreed, was too bright.				
4	At last, there it was: a pool with a secret, a translucent pool slipping sleek in the shadows. Jen held her breath. All she heard was faint rushing on creekstones. All she saw was the gleam on a ripple. Then...				
5	Cloop! "A trout!" whispered Dad. "Hunting mayflies." "There!" Jen jumped up. "There he was, by that rock!" More mayflies sailed down, but the water was quiet. "Oh, he must have seen me," said Jen, "and now he's				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
5 cont.	down, hiding." "Well, let's wait a bit," replied Dad, "and catch one of those mayflies." If a trout hid from Jen but swam up to eat mayflies, then, he said, they would try to fool him.				
6	Jen found a live mayfly, caught in a spiderweb. She brought the mayfly back. Inside Dad's flybox were two that just matched it: the same size and same color, only Dad's were made of feathers and thread, on a hook. "Let's rig up," Jen said.				
7	Jen fished ... and she fished.				
8	At last she splashed up the bank. "There! I quit. I don't even want him!" She made a face at the pool, but the trout just laughed. Cloop! "Well," said Dad, "let's have lunch."				
9	They stretched out in the sun, and the sandwiches, apples and strawberry pies did taste good. The stream moved by slowly, fish resting below, so quiet that all seemed to sleep on the mountain. Except Jen. She climbed up a tree, and slid down a				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
9 cont.	boulder, and found a big salamander. And she almost forgot she was mad at the trout stream.				
10	When Dad woke up, there were dark flies on the water. "Time to think like a trout! Want to try?" he asked Jen. "No!" she said. But she brought him the flybox and picked out a dark-speckled mosquito. So Dad cast. The fly came down gently, and while she watched it, Jen felt Dad slip the rod and line into her hands. The fly rode by a rock, and Jen felt Dad step back. There must be a trout watching ... right... about ... there.				
11	Cloop!				
13	It was a wild rainbow. Holding him now, Jen was part of the secret, the secret of rainbows that hide in the river.				
14	To keep the secret alive, he must be free. They unhooked him gently; he slipped down, slipped away and was gone, back to his home, cool and safe in the				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
14 cont.	river.				
15	As they walked down the trail in the evening, Jen heard streams in the dark, and Dad saying, "Good work!" And she thought of the mayflies and strawberry pies and the secret she shared with a rainbow, a wild trout that hides up a June mountain.				

Accuracy ____%

Read-Aloud Record Form **Skin, Scales, Feathers and Furs**

Name _____ Date _____

Level N
Words: 837

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	**E**	**SC**	**E MSV**	**SC MSV**
3	All animals are alike in some ways. One thing they all have is skin. It can be thick or thin, smooth or rough, bright or drab depending on the needs of the animal inside it. Some skin is covered by scales, feathers, or fur.				
4	SKIN Skin is one of the most important parts of an animal's body. It not only protects the animal from disease and injury, it also helps control body temperature. Skin has the special sense of touch, too, which lets an animal feel pressure, pain, and changes in the temperature. The rhinoceros has one of the toughest skins of any animal. Its stiff hide is several inches thick and is good protection against the razor-edged grasses and hot sun of its tropical home.				
5	Frogs have very thin, moist skin. They can even breathe under water through their skin. Frogs cannot stay away				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
5 cont.	from water for long. If their slimy skin dries out, they cannot breathe properly.				
6	Although they look like frogs, toads are different animals. They have rough, rubbery skin, so they can live in dry areas. This toad's skin blends into its surroundings so well that it is nearly invisible to its enemies.				
7	Bright, attention-getting skin can protect animals, too. The flashiest tree frogs are poisonous. Their bright colors and bold markings warn enemies to stay away.				
8	Colorful skin can also help attract mates. This male frigate bird inflates his red throat like a balloon to get the females' attention. To female frigate birds, round, red, featherless throats are very handsome!				
9	SCALES Scales are small, tough plates of a special skin called keratin. Fishes, reptiles, and birds all have scales.				
10	Most fishes feel slippery because their scales are covered with waterproofing slime. But sharks are not slimy.				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
10 cont.	Although they look smooth, they are covered by millions of tiny scales that feel as rough as sandpaper.				
11	Many reptiles, like this snake, are covered with dry, overlapping scales. A snake's scaly skin is shiny, not slimy.				
12	Look at all the different scales on this iguana lizard. The scales on its sides are small and flexible so it can move easily; larger, shieldlike plates protect its neck; and a row of spikes down its back make it look like a fierce dinosaur.				
13	FEATHERS Only birds grow feathers. Scientists think that millions of years ago birds evolved from dinosaurs and that feathers developed from scales. Birds grow scales, too, but only on their legs and feet.				
14	Different types of feathers do different things. Short, overlapping feathers cover a bird's body to keep it dry and warm, but long, flat feathers grow out of the wings and tail to help birds fly. Birds need to be very light to fly, so feathers weigh almost nothing.				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
15	Baby chicks are covered with millions of tiny, fluffy feathers called down that protect their skin until their adult feathers grow in. A bird's feathers fall out and are replaced with new ones throughout its life.				
16	This western gull chick and egg are both speckled to help hide them on a pebbly island beach. Many baby birds have camouflaged down, but lose their protective coloring when they become adults.				
17	Some male birds, like this peacock, grow showy feathers that help them attract mates. This peacock's shimmering tail impresses the peahens and also makes him look bigger to enemies.				
18	FUR Fur is made of millions of hairs growing very close together. Mammals are the only animals that grow hair. All mammals except dolphins and some whales grow some hair to protect their skin and better their sense of touch.				
19	Like feathers, hair is always growing, falling out, and being				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
19 cont.	replaced. Every spring, this mountain goat sheds its thick winter coat of fur, then grows it back again in the fall.				
20	Polar bears have hollow hairs that are filled with air. The air in their fur helps keep the bears warm as they swim in the icy ocean.				
21	When a zebra stays still, its black-and-white striped fur looks like sunlight and shadows on tall grass. When a herd of zebras runs, the moving stripes make it hard for an enemy to single one animal out of the herd.				
22	Many kinds of mammals grow more than one type of hair on their bodies. This horse is covered by short, velvety fur, but it also grows long hair called a mane, to protect its head and neck from the sun. Horses also have stiff eyelashes to keep dirt out of their eyes, and long flyswatter tails to protect				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
22 cont.	their bodies against insects.				
23	Humans are mammals, so we grow hair, too. We have manelike hair on our heads to shield us from the sun, and eyebrows and eyelashes to protect our eyes. We grow tiny hairs all over our skin except for our lips, the palms of our hands, our knuckles, our elbows, and the soles of our feet.				
24	Every animal has a skin to protect its body, no matter whether it is covered with scales, feathers, or fur.				

Accuracy ____%

Read-Aloud Record Form

Where the Forest Meets the Sea

Name _____ Date _____

Level K
Words: 256

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
2	My father knows a place we can only reach by boat.				
3	Not many people go there, and you have to know the way through the reef.				
4	When we arrive, cockatoos rise from the forest in a squawking cloud. My father says there has been a forest here for over a hundred million years.				
5	My father says there used to be crocodiles here, and kangaroos that lived in trees. Maybe there still are.				
6	I follow a creek into the rain forest.				
7	I pretend it is a hundred million years ago.				
8	On the bank of the creek, the vines and creepers try to hold me back.				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
8 cont.	I push through. Now the forest is easy to walk in.				
9	I sit very still. and watch. and listen. I wonder how long it takes the trees to grow to the top of the forest!				
10	I find an ancient tree. It is hollow. Perhaps aboriginal forest children played here, too.				
11	I climb inside the tree. It's dark, but the twisted roots make windows. This is a good place to hide.				
12	It is time to go and find my father. I think I hear the sea. I walk towards the sound.				

Where the Forest Meets the Sea

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
13	My father has made a fire and is cooking the fish he caught.				
14	I like fish cooked this way. But then I feel sad because the day has gone so quickly. My father says we'll come here again someday.				
15	But will the forest still be here when we come back?				

Accuracy ____%

Read-Aloud Record Form

Return of the Shadows

Name _____ Date _____

Level M
Words: 542

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
2	Once upon a night, just before the blackness lifted, something shivered invisibly. It was the waiting shadow of a sleeping girl named Mimi. The shadow rose, shook itself like a damp cloth, and hissed in a shadowy voice to all the other shadows of the world: "Psst! Let's run free!"				
3	So exactly at daybreak, on the morning of Mimi's shadow's call to freedom, all the shadows tore loose from their moorings and began to roam around the world.				
4	A camel shadow paused to rest under an iceberg.				
5	A rhinoceros shadow leaned against the Washington Monument.				
6	A skyscraper shadow crept into the jungle and mingled with the monkeys.				
7	A bicycle shadow rose to the top of clouds beside an airplane.				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
8	And Mimi's shadow scalloped the space alongside a flying dolphin.				
9	The sun grew stronger and brighter. "Psst!" whispered Mimi's shadow, in a shadow hiss heard around the world. "Why didn't we think of this before?" "How brave we are!" the others agreed. "We'll never go back."				
10	A palm tree shadow kept pace with a jogger.				
11	Three smokestack shadows fumed on a sand dune in the middle of the Sahara.				
12	Mimi's shadow flitted to a race course and ran beside the winning horse.				
13	The shadows wandered all morning over the face of the world, growing always a little smaller, shrinking bit by bit. And then there was High Noon, when they noticed they'd disappeared entirely, as usual - but this time without anything familiar to hide under.				
14	But after Noon, the shadows began to spill out again, only on the other side of things, leaning east instead of				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
14 cont.	west. They grew longer and longer, and bolder and bolder, as the afternoon wore on. A pair of frog shadows followed a skier down a mountain.				
15	A bridge shadow stretched like a tar path across a World Series baseball game.				
16	And Mimi discovered, as she was playing hopscotch, that the shadow of an astronaut was hopping beside her.				
17	The shadow world kept stretching eastward, longer and longer and longer until there came a time toward dusk when even Mimi's shadow felt strange - a time when shadows began to fade.				
18	The sunlight was at last quite dim, cut off by the bladelike edge of the horizon; the shadows groped blindly, sinking, sinking and no longer sure of what they were, or if they would ever find themselves again. The black night bumped against them, tripping them, and they became lost. They longed for the known places they had come from: where a shadow recognized its				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
18 cont.	own shape and where, in the hold of darkness, each could cling to the rock. or pole or pigeon it lived with for comfort. They began to cry and blamed Mimi's shadow for leading them away from home. And Mimi's shadow cried, too - "Mimi, Mimi, where are you?" It was a terrible time in the no place of shadows.				
19	So when the sun first climbed over the lowest flat of land, all the shadows raced to find the places where they had been born. And they arranged themselves, once again, close to each magnificent shape in the world.				
20	Mimi's shadow returned, too, and stayed happily ever after with Mimi.				

Accuracy ____%

Read-Aloud Record Form

The Sea-Breeze Hotel

Name _____ Date _____

Level M
Words: 647

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
2	High on a cliff overlooking Blow-Me-Down Bay stood the Sea-Breeze Hotel. Mrs. Pearson ran the old hotel, with the help of Henry the handyman, Hilda the housekeeper, and Henry's grandson Sam. The Sea-Breeze Hotel should have been bustling with happy holidaymakers. But no one wanted to stay there. It wasn't because of Mrs. Pearson, or Henry, or Hilda, or Sam. It was the fault of the wind.				
3	From out of the south blew a boisterous, blustery breeze that blasted and buffeted the hotel for eleven months of the year. "It's too windy to fish and swim," moaned the children. "It's far too breezy for beachcombing," the parents complained. "It's even too blustery to sit on the balcony," the grandparents grumbled. And they all packed their bags and went away. "What are we going to do?" sighed Mrs. Pearson, looking at the empty guest book. "Unless the wind stops blowing, we'll have to close." It was seeing Mrs. Pearson				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
3 cont.	looking so sad that gave Sam an idea.				
4	Down in the cellar he found just what he needed - a broken fishing rod, fishing line, and scraps of cloth left over from the kitchen curtains. Then he started to work. He cut the cloth into the right shape, stitched the seams, painted a big, bright face, and attached two feather boas very securely to the trunk.				
5	When his surprise was ready, he gave it to Mrs. Pearson, who was sitting on the balcony all bundled up in her winter woollies. "A kite! For me?" she gasped. "I haven't flown a kite in fifty-two years. I don't think I even remember how...." Just then a gust of wind snatched the kite out of her hands and hurried it up and up into the sky.				
6	Dipping and whirling, spinning and swirling, that kite danced above their heads. "Whee!" shouted Mrs. Pearson. "This is the most fun I've had in years." "If we're not going to have any guests," Henry said, watching Mrs. Pearson's kite play tag with the sea gulls, "we might as well all make kites and have some fun."				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
7	So Hilda made a butterfly kite. Henry built a box kite.				
8	Sam designed a dragon kite with a long green tail.				
9	Together they flew their kites until their arms were almost too tired to hold on.				
10	People began to notice the four kites circling and soaring in the sky above the Sea-Breeze Hotel. Girls and boys and mothers and fathers and aunts and uncles and grandmas and grandpas all came hurrying up the hill to join in the fun.				
11	"Is there any of that fishing line left," Mrs. Pearson asked, "and wood and scraps of cloth?" "Lots," said Sam. "Then let's get busy. We've got kites to make, and plenty of them," she declared. And make kites they did. Blue ones, red ones, green ones, and gold ones. Round kites, square kites, big kites, and kid kites. Kites with stripes and stars and dots. They made lots and lots and lots of kites.				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
12	When people heard about the kite-flying hotel they came from near and far. Children ran up the beach pulling their kites. Parents stood on the cliff. Aunts and uncles and grandmas and grandpas leaned way out over the railing. The sky all around the Sea-Breeze Hotel was alive with kites.				
13	In the evenings everyone tied their kites to the railing, where they flew all night in the moonlight. Not one person complained about the wind. Best of all, the Sea-Breeze Hotel was full all the time.				
14	Except in April, when the sea breeze hushed to a whisper, and the hotel stood empty. It was then that Henry and Hilda and Mrs. Pearson and Sam were busy swimming and fishing and combing the beach for seashells.				
15	And making plenty of new kites for the busy year ahead!				

Accuracy ____%

Read-Aloud Record Form **Who Shrank My Grandmother's House**

Name _____ Date _____

Level N
Words: 1674

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	**E**	**SC**	**E MSV**	**SC MSV**
2	Pencils The rooms in a pencil are narrow but elephants, castles and watermelons fit in. In a pencil noisy words yell for attention and quiet words wait their turn. How did they slip into such a tight place? Who gives them their lunch? From a broken pencil an unbroken poem will come! There is a long story living in the shortest pencil.				
3	Every word in your pencil is fearless ready to walk the blue tightrope lines. Ready to teeter and smile down. Ready to come right out and show you thinking!				
4	Clouds Don't trust the wind. The wind is making these maps. Don't look for your street on these maps. Whole cities dissolve. Their buildings swirl out of sight. Don't count on the wind. The wind is drawing these maps chalking them in with one hand wiping them out with the other!				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
5	Doors Some doors are always open. Some doors hold themselves shut. The open doors say "Come on in" and "I missed you" and "Have a sandwich" The closed doors just shake their heads.				
6	I know a door that collects things collects leaves scratches chipped paint parts of words. It is an old door getting gray and crabby. The other day it said "SLAM!!" and collected my fingers.				
7	Geode I crack the stone egg. Here is a city frozen in a hollow stone. Who walks the halls of these chiseled towers? What voices echo in the vaulted glass rooms? Listen to the busy sound of crystal traffic thin as a splinter. The sharp-shadowed sun rises and sets transparent in this amethyst sky.				
8	Time Until we invented clocks we counted the hours in sunlight and shadow. On cloudy days everybody came in late or early. Everybody apologized to				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
8 cont.	everybody. There was no order in the cave.				
9	Now clocks inch past YESTERDAY. Clocks hammer away at TODAY. For a clock TOMORROW looks just like the day before. Until we invented tick and tock we watched the pendulum-moon swing in the night sky marking star-seconds blink! blink! blink!				
10	The Rescue Rain poured down. The house rocked and bucked like a ship towed through the dark with long ropes of rain. We hauled her in awash on the deck tossed up like a fish from the bottom of the lawn drenched in blue light.				
11	Warm now in the kitchen's safe harbor she tumbles in yarn but lightning still clings to her paw a small thunder alive in her chest! What shall we call her? Storm Cat!				
12	Old Photograph Album: Grandfather I see him one Christmas in his leather aviator hat the flaps buckled under his chin. His hand is holding the				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
12 cont.	rope of the Flexible Flyer sled. You can tell it is made of wood. It is piled with Christmas presents all wrapped in black and white and gray. A black tree trimmed with fat white lights stands on the porch.				
13	The skies of his childhood are gray. Here he is in his swimming suit and his waterwings. He is squinting at the gray sun that blazes down on small black sailboats white sails and on the gray waves lapping at the sand. He is a gray child and his big dog is dark gray. Even his baby sister is gray. Her white curls bob in the wind and a gray robin hops off the page.				
14	Summer Night: Canoeing The rising moon pulls this paper boat this folded leaf that carries me on the water along the brightening path. I am paper too white edged casting no shadow on the water weightless as a moth. In the moonlight leaves like shaken mirrors reflect a fish-scale moon rocking rocking on the water silver brushed with blue.				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
15	Sparrow Dreaming When morning comes the sky will pour itself through blue doors. The wind will rush in its blue scarves like sails. Behind the sun the blue silk of the wind will flutter and fold. When morning comes even the wing of the dullest bird will be edged with blue!				
16	Four Poems for Roy G Biv Roy G Biv is not a real person at all. These letters look like someone's name, but actually they are a good way for you to remember the arrangement of the colors you see in prism light or a rainbow red - orange - yellow -green - blue - indigo - violet! Prism in the Window I wake to light falling through glass colors splintering and clashing in the air. The noise of morning sunlight being smashed apart wakes me. This is my alarm! Color falls on color. I hear cymbal sound breaking into rainbow dust shattering into seven rainbow chimes! PRISM!				

Who Shrank My Grandmother's House?

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
17	A Question If I shine a white bird through my biggest prism will it break into one cardinal one bluebird and five parakeets?				
18	Rainbow Making 1. A Mystery How can it be that a stick tipped with grease from somebody's old Buick will flare rainbow tails when you float it on any puddle in this world – sun or no sun?				
19	Rainbow Making 2. Magic Turn on the hose and a rainbow will come fighting your thumb numb on the nozzle. A rainbow will flash in the fan of cold spray. Imagine! A rainbow fan painted in sunlight and spray opening closing shimmering under your own cold thumb!				
20	Sand Dollar What can we buy with this loose money? It spilled from the green silk pocket of the sea a white coin tossed up a careless gift wet shining at the water's edge.				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
20 cont.	Who can break a dollar? What a bargain! Five white doves ready to fly to your hand. Sea change! The sand dollar is an animal that lives in warm coastal waters. Its shell is a thin, flat circle. If you break open this shell, you can shake out five white "doves." When the animal was alive, these dove-shaped pieces were the animal's teeth.				
21	Lullaby for a Rainy Night Soon you will be asleep. Windy fingers will move over and over your house and wash the faces of street lights with rain. Listen! The cars go by. Their tires unzip the wet streets. Their lights stroke the ceiling with yellow hands. Soon you will fall asleep to the sound of rain leaning into slick shadows under the cars to the sound of rain moving slow fingers on the roof.				
22	Sunrise All night I traveled the shadowed roads behind my eyes. I lived in mysterious vanished rooms I called out the names of strangers lost my way. Now the sleepy clock downstairs wakens stretches its				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
22 cont.	hands to the metal sun red half dome gonging its way up from the cage of black trees antennas and sharp roofs outside my window. I am home.				
23	Homework It rustles it shifts with no wind in the room to move it. Listen! The blank white paper needs your attention. "Where are the words?" it whispers "I'm lonesome for words and circles and spelling your name and assignments" Put your hand on the paper to calm it. Pick up your pen Say "Paper I'm here when you need me!" Begin				
24	My Cat My cat is asleep white paws folded under his chin. He is a soft gray smudge on the round rug. Dozing in the sun. He is a warm round stone with a fur collar. My cat is taking a nap. Not a whisker trembles. Not a hair moves. His breath goes softly in and out. Stay in your holes mice! My cat sees you in his dreams and he has left his motor running!				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
25	Tell Me Why do you think the birches tore off their yellow sweaters on the windiest coldest day of all waved good-bye and watched them scatter down the street? Why do you think the birches are standing in our yard in their underwear?				
26	Friends I am drawing a picture. My house is in it. A jagged yellow sun hangs from the blue strip of sky. I am drawing a dog. His tail is wagging. He wants to be my dog. I am drawing the sound of a train far off. I will scribble in some smoke. I might want to travel.				
27	Your house is in my picture It is leaning across our street I am putting the word POW! and electric zigzags where our chimneys almost touch In this picture I am waving from my window You are running up our walk A bird is flying off the edge of the page singing Anything can happen in pictures I don't need to draw our faces We will never forget each other				

Who Shrank My Grandmother's House?

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
28	In Autumn For H.K.D. I am the astronomer of orchards I know the secrets hidden there (Macintosh Wine sap Cortland Winter Permain) Every apple is a universe In every slice a secret star! (Rome Beauty Gravenstein Golden Delicious)				
29	I am the astronomer of orchards I am the discoverer the splitter of apples You must call me Star finder! (Bellflower Spitzbergen Northern Spy) Find out for yourself what happens when you lay an apple on its side and cut it in half.				
30	Nightfall One by one that dark magician Night folds the colors of the day like scarves and hides them in his sleeves We run holding our balloons of no color We run through the park and the dark grass grows shadows of deeper dark In the flower beds every flower is gray The fountain is a drifting ghost Night that dark magician is racing us home stopping only to turn off the merry-go-round with its little black horses block printed on the empty scene				

Page	**E =** errors **SC =** self correct **M =** meaning **S =** syntax **V =** visual	E	SC	E MSV	SC MSV
31	The Visit Who shrank my grandmother's house? I mean the banister is cut off at the knees! Last year I had to stretch to slide my hands along the rail hauling myself up step - by - step - by – step In every room the walls move into take a closer look "My!" they whisper corner to corner (The curtains hold their breath) "How you have grown!"				

Accuracy ____%